

Criterion A: Complex Thinker

Indicator 1:	Descriptors:	Beginning	Progressing	Achieving	Extending
Identifies and defines authentic problems and essential questions.	A. Identifies and defines authentic problems clearly and precisely.	Makes observations . (e.g. <i>The plant has leaves.</i>)	Identifies real world problems . (e.g. <i>The leaves on the plant are brown.</i>)	Identifies and defines real world problems clearly and begins to identify causes . (e.g. <i>The leaves on the plant are brown because...</i>)	Identifies and defines real world problems clearly and identifies multiple causes .
	B. Formulates essential questions (essential questions are those that NEED DEFINITION).	Asks questions that are unclear .	Asks questions that are easily answered .	Asks questions that are not easily answered and require more than a one-word response .	Asks questions that impact self and others and drive exploration .
Indicator 2:	Descriptors:	Beginning	Progressing	Achieving	Extending
Collects, assesses, and analyzes relevant information.	A. Collects multiple and diverse sources of credible evidence.	Collects unreliable or unrelated sources.	Collects few reliable sources.	Collects evidence from reliable sources.	Collects evidence from a variety of reliable sources.
	B. Identifies and assesses information relative to the essential question.	Identifies information that does not relate to the question.	Identifies information related to the question.	Makes sure collected information relates to the questions being asked.	Assesses information related to questions being asked.
	C. Analyzes information by identifying a relationship and/or pattern among parts.	Describes information.	Describes information and begins to identify parts, relationships, and/or patterns.	Identifies and organizes information related to questions being asked.	Analyzes information by identifying multiple relationships and/or patterns among parts.
	D. Organizes information effectively.	Organizes information with support .	Organizes information with attention to purpose with support.	Organizes information with attention to purpose and audience .	Organizes information effectively for a variety of purposes and audiences .

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Indicator 3:	Descriptors:	Beginning	Progressing	Achieving	Extending
Explores and develops solutions.	A. Uses higher-order thinking and reasoning strategies to explore and develop solutions. Examples: *Analyzes *Interprets *Infers *Evaluates *Synthesizes	Uses basic thinking strategies to organize information. Examples: *Lists *Paraphrases *Describes	Uses thinking and reasoning strategies to make connections. Examples: *Demonstrates *Illustrates *Classifies	Uses thinking and reasoning strategies to explore and develop solutions. Examples: *Analyzes *Infers *Interprets *Compares/contrasts	Uses thinking and reasoning strategies to explore and develop solutions applied in new contexts. Examples: *Synthesizes *Evaluates
	B. Identifies and articulates alternate explanations.	Identifies an explanation or perspective.	Identifies multiple explanations or perspectives.	Identifies and explains multiple explanations or perspectives.	Identifies, explains, and evaluates multiple explanations or perspectives.
Indicator 4:	Descriptors:	Beginning	Progressing	Achieving	Extending
Makes judgments and decisions.	A. Identifies criteria to gauge the strengths, limitations, and value of information/data (qualitative/quantitative).	Uses provided criteria to decide if information is useful for answering the question with support.	Uses provided criteria to decide if information is useful for answering the question.	Identifies ways to decide if information is useful for answering the question.	Evaluates the strength, limitations, and value of information.
	B. Selects the appropriate information/data (qualitative/quantitative) to make evidence-based judgments and decisions.	Makes decisions without supporting evidence.	Begins to select information to make decisions.	Selects the most useful information to make decisions.	Applies the most useful information to make decisions.

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Indicator 5:	Systems Thinking:	Indicators, Descriptors, and Levels to be determined			
Indicator 6:	Descriptors:	Beginning	Progressing	Achieving	Extending
Reflects critically on learning experiences, processes & solutions.	A. Reflects with candor and depth on the learning experiences (what I did and what I learned) and processes (how and why I did it).	Describes learning experiences.	Reflects on learning experiences with support.	Reflects on learning experiences. <i>What did I do?</i> <i>How did I do it?</i> <i>Why did I do it?</i> <i>What did I learn?</i>	Applies reflection to make future decisions.
	B. Evaluates and refines solutions and determines next steps.	Describes solutions.	Revisits solutions and decides next steps with support.	Revisits solutions and decides next steps.	Revisits and evaluates solutions, decides next steps, and takes action.